REPORT RESUMES

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AN INSTRUMENT FOR USE IN THE SELF EVALUATION OF STATE STAFF SUPERVISORY PROGRAMS IN AGRICULTURE EDUCATION.

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THE PURPOSE OF THE INSTRUMENT IS TO PROVIDE (1) A PRELIMINARY STEP TO THE DEVELOPMENT OF ANNUAL AND LONG-TIME PROGRAMS OF WORK, (2) ASSISTANCE IN ESTABLISHING PRIORITIES, AND (3) A TOOL FOR IMPROVING SUPERVISORY PROGRAMS. RECOMMENDATIONS ON PERSONNEL TO BE INVOLVED IN THE PROCESS, TIMING, AND USE OF THE CRITERIA ARE PROVIDED. A FOUR-POINT SCALE RANGING FROM POOR TO EXCELLENT IS USED TO SELF RATE STAFF EFFORT ON SEVERAL ACTIVITIES UNDER EACH OF 16 GUIDING PRINCIPLES OF SUPERVISION. THESE PRINCIPLES POINT OUT THE RESPONSIBILITY TO--(1) PROVIDE LEADERSHIP IN APPRAISING NEEDS AND PLANNING, (2) INVOLVE REPRESENTATIVES OF GROUPS INTERESTED IN THE PROGRAM, (3) AID IN COORDINATION, (4) STIMULATE LOCAL INITIATIVE, (5) EXEMPLIFY DEMOCRATIC PROCESSES, (6) RECOGNIZE THE DYNAMICS OF HUMAN RELATIONSHIPS, (7) FACILITATE COMMUNICATION, (8) IMPROVE INSTRUCTION, (9) HARMONIZE WITH MODERN EDUCATIONAL THEORY AND PRACTICE, (10) OPERATE WITHIN A FRAMEWORK OF WRITTEN POLICY AND PROCEDURE, (11) ASSURE THAT PROGRAMS ARE CONSISTENT WITH LEGAL PROVISIONS OF STATE PLANS, (12) DEVELOP A PROGRAM OF PUBLIC RELATIONS, (13) PROMOTE, CONDUCT AND UTILIZE RESEARCH, (14) ENCOURAGE AND ASSIST IN EVALUATION OF LOCAL PROGRAMS, (15) PROVIDE FOR SUPERVISORY EVALUATION, AND (16) MAKE CONTRIBUTIONS TO IMPROVING THE EDUCATIONAL PROFESSION. (JM)

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AN INSTRUMENT FOR USE IN THE SELF EVALUATION OF STATE SUPERVISORY STAFF PROGRAMS IN AGRICULTURE EDUCATION

ISSUED BY
THE COLORADO STATE BOARD FOR
VOCATIONAL EDUCATION
510 STATE OFFICE BUILDING
DENVER, COLORADO
1964

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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AN INSTRUMENT FOR USE IN THE SELF EVALUATION OF STATE STAFF SUPERVISORY PROGRAMS IN AGRICULTURE EDUCATION

DEVELOPED BY
MARVIN G. LINSON, STATE DIRECTOR
AGRICULTURE EDUCATION

THE STATE BOARD FOR VOCATIONAL EDUCATION
DENVER, COLORADO

DECEMBER, 1964

INSTRUCTIONS FOR USE OF THE SELF-EVALUATION INSTRUMENT

The procedures described here for the use of this instrument are predicated on the belief that self-evaluation is a preliminary step to the development of annual and long-time programs of work.

It is intended that this instrument be used by state supervisory staffs in agricultural education as a means of identifying strengths and deficiencies in state supervisory programs. This instrument then becomes a tool to use in assessing staff activities for the purpose of developing an improved supervisory program.

If this instrument is to serve its purpose, it will not be used to secure a comparative rating of individual supervisors or a comparative rating of the various state supervisory programs. The rating scale described later is designed solely to assist state staffs in identifying priorities.

Who Should Participate in the Evaluation Process

It is recommended that representatives of the teacher education staff, the state director of vocational education, a representative of the vocational agriculture teachers' association, and a representative of the state vocational agriculture advisory committee meet with the state supervisory staff annually for the purpose of consulting with the state staff as they evaluate their efforts of the past year.

When and Where Should the Evaluation Be Conducted

It is recommended that two consecutive days be set aside annually, preferably during the summer months, for the purpose of evaluating the total supervisory staff effort. A suitable atmosphere which is free from office formality, telephones, and other interruptions should be selected for the formal evaluation process. The room should be comfortable and arranged in a manner that is conducive to group discussion. The head state supervisor and the director of vocational education, if he is present, should make every effort to assure that a climate exists which encourages staff members to discuss freely their opinions concerning the supervisory activities.

An additional day immediately following, or as soon thereafter as possible, should be used by the staff to prepare an annual program of work and to revise long-time goals and objectives.

How Should the Evaluation Be Conducted

1. Several days in advance of the agreed upon date for the staff evaluation, the head state supervisor should assign each staff member the responsibility of gathering "evidence" of supervisory accomplishment as it applies to one or more sections (PRINCIPLES) of the evaluation instrument.

2. The assigned staff member should describe, in the space provided after each question, the activities of the local staff during the year. He should then evaluate the effectiveness of the staff's efforts by circling the appropriate number in the recording column in the right hand margin using the following values.

4	3	2	1
Excellent	Good	Fair	Poor

3. After each staff member has completed the evaluation of his assigned portion of the program, the total staff should meet as a group with the state director, members of the teacher education staff, and representatives of the state advisory committee, and the vocational agriculture teachers' association. At this time the total staff will review and revise, if necessary, the evaluation made by individual staff members.

4. During the time the group evaluation is in process, one staff member should be assigned the responsibility of recording the group's composite rating for the activities listed under each question. He should also record, on the blank pages provided, all suggestions for improving staff activities. Each staff member should make notes concerning activities for which he is primarily responsible.

5. As soon as possible after the evaluation session, staff members should meet to develop their annual program of work. Plans should be made which will correct the deficiencies noted in the supervisory program during the evaluation process and attention should be given to priorities which were identified.

6. Following the development of a new program of work, the supervisory staff should set dates for at least a quarterly review of progress.

7. In order to assure that future evaluations are conducted in the most efficient and effective manner and to assure that self-evaluation becomes a continuous process, it is suggested that at the time a new program of activities is drawn up each staff member be assigned the primary responsibility for seeing that certain activities are accomplished on or before an agreed upon time. Staff members should continuously gather evidence of program accomplishment in order that such evidence may be considered during future evaluations. Such evidence, if compiled continuously should also be valuable in presenting suggested program modifications to the state board, the state legislature, and the general public.

GUIDING PRINCIPLE I

SUPERVISION IN VOCATIONAL AGRICULTURE SHOULD PROVIDE LEADERSHIP IN APPRAISING THE NEEDS FOR VOCATIONAL AGRICULTURE

How well is the state staff doing

1. What is the state supervisory staff doing:

   a. To identify and interpret to educators and the general public the socio-economic trends affecting vocational agriculture?

   4 3 2 1

   b. To identify and interpret to educators and the general public the present agricultural situation?

   4 3 2 1

   c. To identify and interpret to educators and the general public the agricultural situation of the foreseeable future?

   4 3 2 1

   d. To assist the general public, including school personnel at the local and state level, understand the role of vocational agriculture in public education?

   4 3 2 1

   e. To determine the state-wide need for vocational agriculture?

   4 3 2 1

LIST ON THIS PAGE IMPORTANT ACTIVITIES WHICH SHOULD BE CONSIDERED IN DEVELOPING THE STATE SUPERVISORY PROGRAM OF WORK FOR NEXT YEAR

f. To assist local school personnel determine the need for vocational agriculture in local communities?

4 3 2 1

g. To provide consultative services to other groups who are studying the local needs for vocational agriculture?

4 3 2 1

h. To assist local school personnel in determining needed adjustments in local vocational agriculture programs?

4 3 2 1

i. To cooperate with other state vocational education services in determining the total vocational education needs of the state?

4 3 2 1

2. What other activities indicate that the supervisory staff is providing leadership in appraising the needs for vocational agriculture?

4 3 2 1

LIST ON THIS PAGE IMPORTANT ACTIVITIES WHICH SHOULD BE CONSIDERED IN DEVELOPING THE STATE SUPERVISORY PROGRAM OF WORK FOR NEXT YEAR

GUIDING PRINCIPLE II

SUPERVISION IN VOCATIONAL AGRICULTURE SHOULD PROVIDE LEADERSHIP IN EDUCATIONAL PLANNING AND INVOLVE IN THE PLANNING PROCESS REPRESENTATIVES OF GROUPS INTERESTED IN THE VOCATIONAL AGRICULTURE PROGRAM

How well is the state staff doing

1. What is the state supervisory staff doing:

   a. To make use of professional and lay citizen advisory committees in planning the state program of vocational agriculture?

   4 3 2 1

   b. To cooperate with teacher educators in developing annual and long-range goals and objectives for the state supervisory and teacher education programs in agricultural education?

   4 3 2 1

   c. To develop a written program of supervisory activities for the state supervisory staff?

   4 3 2 1

   d. To assist local school personnel in establishing realistic, immediate, and long-time goals, objectives, and ways and means for implementing all phases of the vocational agriculture program?

   4 3 2 1

   e. To assist local school personnel establish and utilize professional and lay citizen advisory committees in planning the local vocational agriculture program?

   4 3 2 1

LIST ON THIS PAGE IMPORTANT ACTIVITIES WHICH SHOULD BE CONSIDERED IN DEVELOPING THE STATE SUPERVISORY PROGRAM OF WORK FOR NEXT YEAR

f. To utilize local vocational agriculture teachers and administrators in the development of the state-wide program of vocational agriculture?

4 3 2 1

g. To encourage and assist the teacher education staff in developing an annual written program of their activities?

4 3 2 1

h. To assist other vocational education services in developing comprehensive vocational programs?

4 3 2 1

2. What other activities indicate that the supervisory staff is providing leadership in educational planning and involving in the planning process representatives of groups interested in the vocational agriculture program?

4 3 2 1

LIST ON THIS PAGE IMPORTANT ACTIVITIES WHICH SHOULD BE CONSIDERED IN DEVELOPING THE STATE SUPERVISORY PROGRAM OF WORK FOR NEXT YEAR

GUIDING PRINCIPLE III

SUPERVISION IN VOCATIONAL AGRICULTURE SHOULD AID IN COORDINATING THE EFFORTS OF AGENCIES, GROUPS, AND ORGANIZATIONS INTERESTED IN IMPROVING VOCATIONAL EDUCATION IN AGRICULTURE

How well is the state staff doing

1. What is the state supervisory staff doing:

   a. To identify agencies, groups, and organizations that are interested in and concerned with the vocational agriculture program?

   4 3 2 1

   b. To acquaint themselves with the functions, responsibilities, and programs of other educational agencies?

   4 3 2 1

   c. To utilize an inter-organization structure among the state's agricultural groups to coordinate common educational efforts?

   4 3 2 1

   d. To assure that the educational efforts of the vocational agriculture program of the state harmonize with the acceptable educational efforts of other educational and agricultural organizations, groups, and agencies?

   4 3 2 1

   e. To assure that the activities of the state vocational agriculture teachers' association contribute to improved vocational agriculture programs?

   4 3 2 1

LIST ON THIS PAGE IMPORTANT ACTIVITIES WHICH SHOULD BE CONSIDERED IN DEVELOPING THE STATE SUPERVISORY PROGRAM OF WORK FOR NEXT YEAR

f. To assure that the activities of the teacher education staff and the state supervisory staff are complementary?

4 3 2 1

g. To influence the administrative policies and decisions of groups, organizations, and agencies interested in agricultural education so that their efforts will contribute to improved vocational agriculture education programs?

4 3 2 1

h. To assure that "vested" interests of various groups, organizations, and agencies do not unduly influence the vocational agriculture program?

4 3 2 1

i. To assist teachers, administrators, pupils, and parents in developing a proper perspective of the vocational agriculture program and its relationship to the school and community?

4 3 2 1

2. What other activities indicate that the supervisory staff is aiding in coordinating the efforts of agencies, groups, and organizations interested in improving vocational education in agriculture?

4 3 2 1

LIST ON THIS PAGE IMPORTANT ACTIVITIES WHICH SHOULD BE CONSIDERED IN DEVELOPING THE STATE SUPERVISORY PROGRAM OF WORK FOR NEXT YEAR

GUIDING PRINCIPLE IV

SUPERVISION IN VOCATIONAL AGRICULTURE SHOULD STIMULATE LOCAL INITIATIVE AND RESPONSIBILITY AND COORDINATE THE VARIOUS ELEMENTS INTO A UNIFIED STATE PROGRAM

How well is the state staff doing

1. What is the state supervisory staff doing:

   a. To assure that state and local supervisory policies are developed and administered with sufficient flexibility to encourage local initiative in program development?

   4 3 2 1

   b. To develop state reimbursement plans and policies which promote local school initiative?

   4 3 2 1

   c. To encourage local educational innovations and utilize them in the state-wide program of vocational agriculture?

   4 3 2 1

   d. To encourage and assist local school personnel design experimental and demonstration programs in agricultural education?

   4 3 2 1

   e. To assure that state regulations allow maximum freedom and responsibility to local schools consistent with the state's obligation for effective education?

   4 3 2 1

LIST ON THIS PAGE IMPORTANT ACTIVITIES WHICH SHOULD BE CONSIDERED IN DEVELOPING THE STATE SUPERVISORY PROGRAM OF WORK FOR NEXT YEAR

f. To cooperate with local school personnel in determining and maintaining the elements of a quality vocational agriculture program?

4 3 2 1

g. To encourage creative thinking on the part of local school personnel?

4 3 2 1

2. What other activities indicate that the supervisory staff is stimulating local initiative and responsibility and coordinating the various elements into a unified state program?

4 3 2 1

LIST ON THIS PAGE IMPORTANT ACTIVITIES WHICH SHOULD BE CONSIDERED IN DEVELOPING THE STATE SUPERVISORY PROGRAM OF WORK FOR NEXT YEAR

GUIDING PRINCIPLE V

SUPERVISORY PROCEDURES AND TECHNIQUES IN VOCATIONAL AGRICULTURE SHOULD EXEMPLIFY DEMOCRATIC PROCESSES

How well is the state staff doing

1. What is the state supervisory staff doing:

   a. To assist themselves in understanding and utilizing the techniques of democratic leadership?

   4 3 2 1

   b. To develop a common understanding of the role of the state supervisory staff among local school board members, administrators, and teachers?

   4 3 2 1

   c. To assist local school personnel in understanding and assuming their responsibilities in the democratic processes of educational leadership?

   4 3 2 1

   d. To assist state supervisory staff members develop the ability to utilize group processes effectively?

   4 3 2 1

   e. To encourage vocational agriculture teachers and state staff members to participate in the solving of problems related to the educational profession?

   4 3 2 1

LIST ON THIS PAGE IMPORTANT ACTIVITIES WHICH SHOULD BE CONSIDERED IN DEVELOPING THE STATE SUPERVISORY PROGRAM OF WORK FOR NEXT YEAR

f. To become sensitive to the attitudes, beliefs, and opinions of vocational agriculture teachers and local school administrators?

4 3 2 1

2. What other activities indicate that the supervisory staff is exemplifying democratic processes?

4 3 2 1

LIST ON THIS PAGE IMPORTANT ACTIVITIES WHICH SHOULD BE CONSIDERED IN DEVELOPING THE STATE SUPERVISORY PROGRAM OF WORK FOR NEXT YEAR

GUIDING PRINCIPLE VI

SUPERVISION IN VOCATIONAL AGRICULTURE SHOULD RECOGNIZE THE DYNAMICS OF HUMAN RELATIONSHIPS BY DETERMINING SUPERVISORY PROCEDURES AND TECHNIQUES BASED ON THE NEEDS OF EACH SITUATION

How well is the state staff doing

1. What is the state supervisory staff doing:

   a. To determine the kinds of consultative services that local school personnel need and desire?

   4 3 2 1

   b. To assure that the activities of state staff members reflect an understanding of the differences in individuals and situations?

   4 3 2 1

   c. To assure that state supervision is a cooperative effort between the supervisor and the supervised?

   4 3 2 1

   d. To diversify the techniques of supervision to meet the needs of the different persons and groups to be served?

   4 3 2 1

   e. To assure that human concerns and needs take precedence over material needs and other external factors during the supervisory process?

   4 3 2 1

2. What other activities indicate that the supervisory staff is recognizing the dynamics of human relationships by determining supervisory procedures and techniques based on the needs of each situation?

   4 3 2 1

LIST ON THIS PAGE IMPORTANT ACTIVITIES WHICH SHOULD BE CONSIDERED IN DEVELOPING THE STATE SUPERVISORY PROGRAM OF WORK FOR NEXT YEAR

GUIDING PRINCIPLE VII

SUPERVISION IN VOCATIONAL AGRICULTURE SHOULD FACILITATE COMMUNICATIONS AMONG ALL PARTIES PARTICIPATING IN THE VOCATIONAL AGRICULTURE PROGRAM

How well is the state staff doing

1. What is the state supervisory staff doing:

   a. To assure that all communications to and from the supervisory office are promptly handled and correctly interpreted by the intended recipients?

   4 3 2 1

   b. To acquaint themselves with the new methods and techniques in communications?

   4 3 2 1

   c. To assist vocational agriculture teachers and state staff members in knowing and using official channels of communications among their own and cooperating groups, organizations, and agencies?

   4 3 2 1

   d. To assure that important policies and procedures of the state staff are clearly written and made available to all affected?

   4 3 2 1

   e. To establish a state staff organizational structure and staff operational procedures which facilitate effective communications?

   4 3 2 1

LIST ON THIS PAGE IMPORTANT ACTIVITIES WHICH SHOULD BE CONSIDERED IN DEVELOPING THE STATE SUPERVISORY PROGRAM OF WORK FOR NEXT YEAR

f. To assure that all parties participating in the vocational agriculture program are provided significant information influencing administrative decisions and program development?

4 3 2 1

g. To aid vocational agriculture teachers in establishing effective communications with all individuals, groups, and agencies concerned with the local vocational agriculture program?

4 3 2 1

2. What other activities indicate that the supervisory staff is facilitating communications among all parties participating in the vocational agriculture program?

4 3 2 1

LIST ON THIS PAGE IMPORTANT ACTIVITIES WHICH SHOULD BE CONSIDERED IN DEVELOPING THE STATE SUPERVISORY PROGRAM OF WORK FOR NEXT YEAR

GUIDING PRINCIPLE VIII

SUPERVISION IN VOCATIONAL AGRICULTURE SHOULD CONTRIBUTE TO THE IMPROVEMENT OF INSTRUCTION

How well is the state staff doing

1. What is the state supervisory staff doing:

   a. To determine professional and technical educational needs of vocational agriculture teachers?

   4 3 2 1

   b. To provide technical and professional in-service educational programs for teachers and administrators of vocational agriculture programs?

   4 3 2 1

   c. To utlize local vocational agriculture teachers and administrators in designing state-wide programs to improve instruction?

   4 3 2 1

   d. To involve other divisions of the state educational agency and agricultural agencies in the improvement of instruction in vocational agriculture?

   4 3 2 1

   e. To develop certification and personnel policies which encourage individual professional growth on the part of the local teacher?

   4 3 2 1

LIST ON THIS PAGE IMPORTANT ACTIVITIES WHICH SHOULD BE CONSIDERED IN DEVELOPING THE STATE SUPERVISORY PROGRAM OF WORK FOR NEXT YEAR

f. To effectively and economically distribute their time between group and individual supervisory techniques?

4 3 2 1

g. To design state FFA activities so they will contribute to the teaching-learning process and the educational objectives of the vocational agriculture program?

4 3 2 1

h. To encourage vocational agriculture teachers to participate in technical and professional in-service training programs?

4 3 2 1

i. To encourage more effective use of teaching resources found in the local community?

4 3 2 1

j. To assist vocational agriculture teachers in improving their courses of study?

4 3 2 1

k. To assist vocational agriculture teachers in procuring and using appropriate methods, media, facilities, and equipment in teaching?

4 3 2 1

l. To obtain and prepare appropriate instructional materials for distribution to vocational agriculture teachers?

4 3 2 1

LIST ON THIS PAGE IMPORTANT ACTIVITIES WHICH SHOULD BE CONSIDERED IN DEVELOPING THE STATE SUPERVISORY PROGRAM OF WORK FOR NEXT YEAR

m. To assist vocational agriculture teachers with vocational agriculture curriculum development which is in harmony with the total curricular program of the school?

4 3 2 1

n. To encourage local school administrators to provide adequate supervision of the local vocational agriculture program?

4 3 2 1

o. To encourage and assist in securing higher professional standards in teacher education programs preparing vocational agriculture teachers?

4 3 2 1

p. To assist in recruiting prospective vocational agriculture teachers of promise?

4 3 2 1

q. To secure maximum benefits from required reports for program development and improvement?

4 3 2 1

r. To assist beginning teachers make a satisfactory entry into the business of teaching?

4 3 2 1

2. What other activities indicate that the supervisory staff is contributing to the improvement of instruction?

4 3 2 1

LIST ON THIS PAGE IMPORTANT ACTIVITIES WHICH SHOULD BE CONSIDERED IN DEVELOPING THE STATE SUPERVISORY PROGRAM OF WORK FOR NEXT YEAR

GUIDING PRINCIPLE IX

SUPERVISION IN VOCATIONAL AGRICULTURE SHOULD HARMONIZE WITH MODERN EDUCATIONAL THEORY AND PRACTICE

How well is the state staff doing

1. What is the state supervisory staff doing:

   a. To organize and conduct the state supervisory program in vocational agriculture to harmonize with the total educational program in the state?

   4 3 2 1

   b. To engage in educational activities apart from vocational agriculture?

   4 3 2 1

   c. To keep up-to-date with new developments in educational theory and practice?

   4 3 2 1

   d. To assist teachers to become acquainted with new developments in educational theory and practice?

   4 3 2 1

   e. To encourage the adoption and use of modern theory and practice in education which is applicable to the teaching of vocational agriculture?

   4 3 2 1

LIST ON THIS PAGE IMPORTANT ACTIVITIES WHICH SHOULD BE CONSIDERED IN DEVELOPING THE STATE SUPERVISORY PROGRAM OF WORK FOR NEXT YEAR

f. To encourage the development and utilization of educational leave policies for state staff members?

4 3 2 1

g. To assure that the vocational agriculture program complements and enhances other vocational education services and programs?

4 3 2 1

2. What other activities indicate that the supervisory staff is harmonizing with modern educational theory and practice?

4 3 2 1

LIST ON THIS PAGE IMPORTANT ACTIVITIES WHICH SHOULD BE CONSIDERED IN DEVELOPING THE STATE SUPERVISORY PROGRAM OF WORK FOR NEXT YEAR

GUIDING PRINCIPLE X

SUPERVISION IN VOCATIONAL AGRICULTURE SHOULD OPERATE WITHIN A FRAMEWORK OF FUNCTIONAL WRITTEN POLICIES AND PROCEDURES WHICH HAVE BEEN DEVELOPED COOPERATIVELY

How well is the state staff doing

1. What is the state supervisory staff doing:

   a. To involve those who are affected by state vocational agriculture policies in the development of these policies?

   4 3 2 1

   b. To develop policies and procedures which effectively utilize the special abilities of state staff personnel?

   4 3 2 1

   c. To assure that written policies are comprehensive, current, and available to those affected by them?

   4 3 2 1

   d. To provide written policies and procedures which give general direction and guidance to state staff activities?

   4 3 2 1

   e. To involve school personnel and representatives of agriculture in the development of a state plan for vocational education in agriculture which stimulates desirable educational outcomes?

   4 3 2 1

LIST ON THIS PAGE IMPORTANT ACTIVITIES WHICH SHOULD BE CONSIDERED IN DEVELOPING THE STATE SUPERVISORY PROGRAM OF WORK FOR NEXT YEAR

2. **What other activities indicate that the supervisory staff is operating within a framework of functional written policies and procedures which have been developed cooperatively?**

4 3 2 1

LIST ON THIS PAGE IMPORTANT ACTIVITIES WHICH SHOULD BE CONSIDERED IN DEVELOPING THE STATE SUPERVISORY PROGRAM OF WORK FOR NEXT YEAR

GUIDING PRINCIPLE XI

SUPERVISION IN VOCATIONAL AGRICULTURE SHOULD ASSURE THAT VOCATIONAL AGRICULTURE PROGRAMS ARE CONSISTENT WITH THE LEGAL PROVISIONS OF THE STATE PLAN FOR VOCATIONAL AGRICULTURE

	How well is the state staff doing
1. What is the state supervisory staff doing:	
a. To assure that local school personnel understand the minimum standards and flexibilities inherent in the state plan?	4 3 2 1
b. To assure that the reporting system is functioning effectively?	4 3 2 1
c. To assure that sufficient and valid data are available on each local program to determine its compliance with the legal provisions of the state plan?	4 3 2 1
d. To assure that the state office maintains a system of records which provides evidence of the state's compliance with the legal provisions of state and federal regulations?	4 3 2 1
e. To assist local school personnel develop a written plan for the operation of their vocational agriculture program?	4 3 2 1

LIST ON THIS PAGE IMPORTANT ACTIVITIES WHICH SHOULD BE CONSIDERED IN DEVELOPING THE STATE SUPERVISORY PROGRAM OF WORK FOR NEXT YEAR

2. What other activities indicate that the supervisory staff is assuring that vocational agriculture programs are consistent with the legal provisions of the state plan for vocational agriculture?

4 3 2 1

LIST ON THIS PAGE IMPORTANT ACTIVITIES WHICH SHOULD BE CONSIDERED IN DEVELOPING THE STATE SUPERVISORY PROGRAM OF WORK FOR NEXT YEAR

GUIDING PRINCIPLE XII

SUPERVISION IN VOCATIONAL AGRICULTURE SHOULD COOPERATIVELY DEVELOP A PROGRAM OF PUBLIC RELATIONS WHICH ADEQUATELY INTERPRETS TO THE PUBLIC THE PURPOSES, PROCEDURES, AND ACCOMPLISHMENTS OF THE COMPLETE VOCATIONAL AGRICULTURE PROGRAM

How well is the state staff doing

1. What is the state supervisory staff doing:

   a. To ascertain and improve the public image of vocational agriculture education?

   4 3 2 1

   b. To provide leadership which stimulates and mobilizes the talents and efforts of state staff members, local school personnel, and citizens in a coordinated public relations effort?

   4 3 2 1

   c. To make use of the talents and abilities of the various social and economic groups in interpreting the vocational agriculture program?

   4 3 2 1

   d. To make effective use of all news media in reporting comprehensively the vocational agriculture program in the state?

   4 3 2 1

LIST ON THIS PAGE IMPORTANT ACTIVITIES WHICH SHOULD BE CONSIDERED IN DEVELOPING THE STATE SUPERVISORY PROGRAM OF WORK FOR NEXT YEAR

e. To assure that the state's public relations program:

(1) Takes the initiative with a positive approach?
(2) Is honest?
(3) Is planned and purposeful?
(4) Is continuous?
(5) Is designed to reach many publics?

4 3 2 1

f. To assist local schools in conducting effective programs of public information?

4 3 2 1

2. What other activities indicate that the supervisory staff is cooperatively developing a program of public relations which adequately interprets to the public the purposes, procedures, and accomplishments of the complete vocational agricultural program?

4 3 2 1

LIST ON THIS PAGE IMPORTANT ACTIVITIES WHICH SHOULD BE CONSIDERED IN DEVELOPING THE STATE SUPERVISORY PROGRAM OF WORK FOR NEXT YEAR

GUIDING PRINCIPLE XIII

SUPERVISION IN VOCATIONAL AGRICULTURE SHOULD PROMOTE, CONDUCT, AND UTILIZE EDUCATIONAL RESEARCH

	How well is the state staff doing
1. What is the state supervisory staff doing:	
a. To assist in analyzing and interpreting research data to local school personnel?	4 3 2 1
b. To cooperate with local school personnel and teacher educators in identifying needed research studies in agricultural education?	4 3 2 1
c. To make known to researchers present and prospective needed research studies in agricultural education?	4 3 2 1
d. To secure adequate time and finances necessary to develop and conduct an effective research program?	4 3 2 1
e. To assist local school personnel in implementing research findings in action programs at the local school level?	4 3 2 1
f. To refine research findings through pilot or experimental programs in local schools?	4 3 2 1

LIST ON THIS PAGE IMPORTANT ACTIVITIES WHICH SHOULD BE CONSIDERED IN DEVELOPING THE STATE SUPERVISORY PROGRAM OF WORK FOR NEXT YEAR

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g. To assist in coordinating the research efforts of graudate students in approved teacher education institutions?

4 3 2 1

h. To encourage vocational agriculture teachers to conduct and utilize educational research in their instructional programs?

4 3 2 1

i. To make effective use of research data in their supervisory activities?

4 3 2 1

2. What other activities indicate that the supervisory staff is promoting, conducting and utilizing educational reasearch? 4 3 2 1

LIST ON THIS PAGE IMPORTANT ACTIVITIES WHICH SHOULD BE CONSIDERED IN DEVELOPING THE STATE SUPERVISORY PROGRAM OF WORK FOR NEXT YEAR

GUIDING PRINCIPLE XIV

SUPERVISION IN VOCATIONAL AGRICULTURE SHOULD ENCOURAGE AND ASSIST IN THE EVALUATION OF LOCAL VOCATIONAL AGRICULTURE PROGRAMS

	How well is the state staff doing
1. What is the state supervisory staff doing:	
a. To assist local schools in selecting and developing instruments for evaluating the important outcomes of their efforts?	4 3 2 1
b. To assist local schools in interpreting and utilizing evaluation results in projecting and improving their vocational agriculture program?	4 3 2 1
c. To encourage the group problem solving approach in evaluating local vocational agriculture programs by including those involved?	4 3 2 1
d. To stimulate teachers to make use of self-evaluation instruments as a basis for program improvement?	4 3 2 1
e. To assure that local evaluations are concerned primarily with the improvement of local programs and not with the comparative ratings of individual teachers?	4 3 2 1

LIST ON THIS PAGE IMPORTANT ACTIVITIES WHICH SHOULD BE CONSIDERED IN DEVELOPING THE STATE SUPERVISORY PROGRAM OF WORK FOR NEXT YEAR

2. What other activities indicate that the supervisory staff is encouraging and assisting in the evaluation of local vocational agriculture programs? 4 3 2 1

LIST ON THIS PAGE IMPORTANT ACTIVITIES WHICH SHOULD BE CONSIDERED IN DEVELOPING THE STATE SUPERVISORY PROGRAM OF WORK FOR NEXT YEAR

GUIDING PRINCIPLE XV

SUPERVISION IN VOCATIONAL AGRICULTURE SHOULD PROVIDE FOR EVALUATION OF THE SUPERVISORY PROGRAM

	How well is the state staff doing
1. What is the state supervisory staff doing:	
a. To collect and summarize annually evidence that supervisory goals and objectives are being met?	4 3 2 1
b. To determine the influence that state supervision has on the effectiveness of the vocational agriculture program in the state?	4 3 2 1
c. To utilize in the evaluation process those affected by supervision?	4 3 2 1
d. To utilize available criteria and techniques for state staff use in formal and informal evaluation of supervisory effort as a basis for the development of the supervisory program?	4 3 2 1
e. To develop continuous evaluation procedures which provide for subjective judgment as well as objective evidence?	4 3 2 1

LIST ON THIS PAGE IMPORTANT ACTIVITIES WHICH SHOULD BE CONSIDERED IN DEVELOPING THE STATE SUPERVISORY PROGRAM OF WORK FOR NEXT YEAR

f. To provide an instrument or set standards upon which the state staff members can engage in critical self-evaluation on a planned, periodic basis?

4 3 2 1

g. To develop a climate of financial and professional security among state staff members to encourage greater interest and participation in evaluation procedures?

4 3 2 1

2. What other activities indicate that the supervisory staff is providing for evaluation of the supervisory program?

4 3 2 1

LIST ON THIS PAGE IMPORTANT ACTIVITIES WHICH SHOULD BE CONSIDERED IN DEVELOPING THE STATE SUPERVISORY PROGRAM OF WORK FOR NEXT YEAR

GUIDING PRINCIPLE XVI

SUPERVISION IN VOCATIONAL AGRICULTURE SHOULD MAKE A CONTRIBUTION TO THE IMPROVEMENT OF THE EDUCATION PROFESSION

	How well is the state staff doing
1. What is the state supervisory staff doing:	
a. To assist teachers and state staff members in developing individual professional improvement programs?	4 3 2 1
b. To identify and develop prospective state and local vocational education leaders?	4 3 2 1
c. To develop policies and procedures for a comprehensive in-service education program for state staff members?	4 3 2 1
d. To encourage state staff members and teachers to belong to and participate in local, state, and national professional organizations?	4 3 2 1
e. To encourage teachers and staff members to contribute to the literature of agricultural education and other fields of education?	4 3 2 1

LIST ON THIS PAGE IMPORTANT ACTIVITIES WHICH SHOULD BE CONSIDERED IN DEVELOPING THE STATE SUPERVISORY PROGRAM OF WORK FOR NEXT YEAR

f. To involve themselves in educational activities other than those of vocational agriculture?

4 3 2 1

g. To encourage well qualified men and women to enter and remain in the teaching profession?

4 3 2 1

h. To influence the improvement of teacher education programs?

4 3 2 1

2. What other activities indicate that the supervisory staff is making a contribution to the improvement of the educational profession?

4 3 2 1